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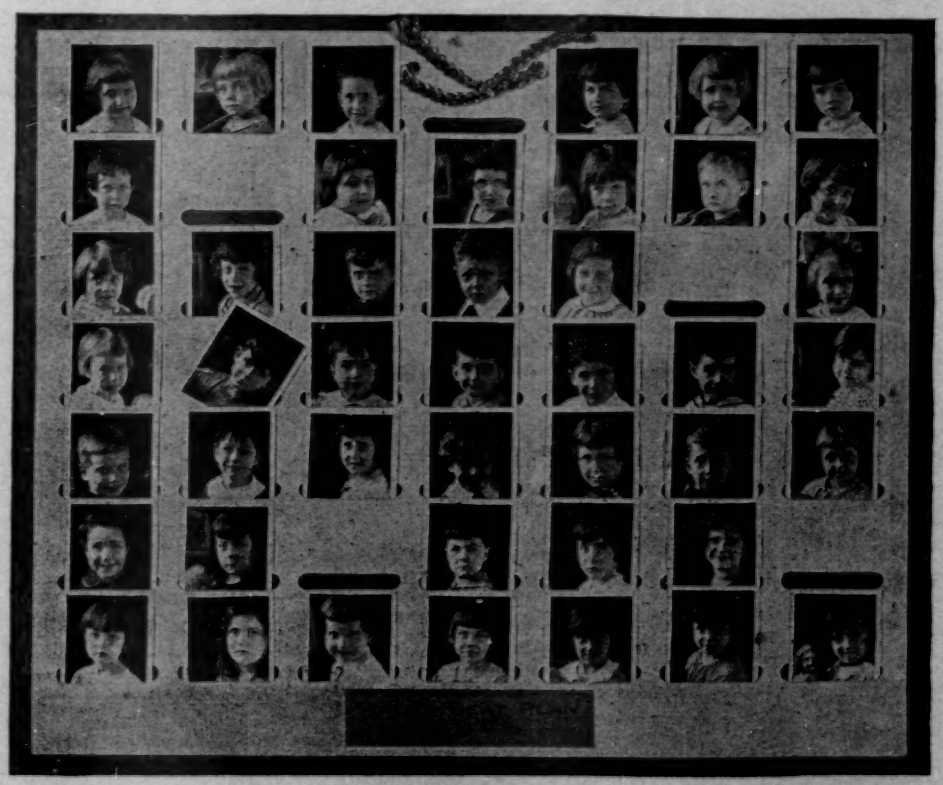

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Save City Schools

IT IS CAUSE for serious concern when it is possible for any teachers to fail to draw their salaries.

There are thousands of teachers in city schools in America who are drawing no salaries.

It is not a question of money, for there was never so much idle money in the cities of the United States as there is today. Savings banks and mayors are urging depositors to draw out some of their money and spend it.

It is not a question of pupils and students, for there was never so large a portion of persons from the cradle to the grave who want to learn as there is today.

Children want to read, write and use numbers correctly and skillfully earlier than ever before, and old folks want to keep pace with geography and biography, with discoveries and inventions. There was never such a universal passion to learn as there is now.

It is not a question of schools adapted to universal needs, for there was never the faintest suspicion of the possible varieties of things to teach nor the way to teach young folks and old folks as there is today.

Tolerance in Action

THIS September some important cities include parochial schools with public school enrollment in their announcement of city school attendance without designating how many of each.

The present world depression makes it absolutely necessary that there be no racial or religious intolerance in city school affairs.

Citizens whose children are educated in private or parochial schools at no expense to city taxpayers can easily jeopardize teachers' salaries and official positions in the election of school board members in the name of economy.

There must be no irritation of any kind if city school systems are to be saved from vicious opposition.

Rejoice and Be Exceeding Glad

THIS is the best place and the best time to be alive, and teaching is the best occupation, trade, or profession in which to be employed.

America is the most peaceful of all countries. With all of its depression and deflation it is the most prosperous country. With all of its unemployment it is the best able to promote employment and prevent physical suffering of any country in the world.

It is the one country that asks no country to come to its relief, and is able to provide some help to every country in distress.

Our school organizations have never been in as good condition, absolutely or relatively, as now. The National Education Association meeting in July, 1931, made the most famous demonstration of absolute peace and prosperity in its history. To do this when the whole world was chaos was little short of miraculous.

The Fourth Biennial meeting of the World Federation of Education Associations under American leadership was held at Denver this summer, and for a time had a balance of several thousand dollars in its treasury, so that for the first time it was able to pay the traveling expenses, totaling several thousand dollars, of the directors from India and other countries, to guarantee a worth-while salary to a secretary-general, and provide first-class permanent office and official office aid in the famous Headquarters Building in Washington.

All this is the achievement and attainment of the teachers. The National Education Association has never received a dollar of tax money from any source or any grant from any foundation or private donor.

Nowhere else is there anything comparable to the situation that American education faces this school year as the leader in civilization.

New England Education

By ALBERT E. WINSHIP

I PROBABLY have known New England education more closely for more years and from more angles than has anyone who has also known all other states as definitely as many years as I have.

I shall enjoy watching closely how New England education goes through the present distressing experience, and shall enjoy studying the symptoms. I am traditionally a homeopath, and symptoms are my major.

New England's personality will be the easiest to understand in its response to the present economic, social and civic disturbance.

Deflation has probably affected New England less seriously than any equal area and population in the world. This is because New England was less affected by the inflation of 1920 to 1929. This is as true in education as in economics.

No other section of the United States has been as little influenced by outside associations for three hundred years as has New England.

No other six states have been as little influenced by any one of the states, by any one city, or by any one institution as have the New England cities and institutions. No one city has ever had a mischievous dominance in New England, politically, industrially, or commercially.

No city, state, or institution has ever dominated New England, nor any state or institution in New England.

Nowhere else in the New World are there in the same area and population forty-five colleges and universities with such national and historic significance.

Each of the New England states is in the forefront of American education in some highly important feature of modern education.

Because I am planning to present education of each American state in its leadership I shall here confine myself to New England's national leadership.

It is interesting that New England has the president of the National Education Association, whose election gives her great distinction. The business executive of the National Education Association is a New Englander. The creator of the World Federation of Education Associations, who is now the salaried executive, devoting his entire time to the promotion of its interests, is a New Englander. The president and the secretary of the American Council of Education are New Englanders.

New England is the centre of national and historic women's colleges, technical institutions, art and musical schools, and famous academies. New England has some of the leading denominational colleges and seminaries of the country.

New England is leading the New World in the creation of genuine tolerance in harmonious cooperation, local and national, of parochial and public education, with all varieties of classical and ecclesiastical private schools.

New England not only led the New World in the creation of State Normal Schools, but it has kept the leadership. There are now nineteen State Teachers Colleges and State Normal Schools in New England. They are highly professional. They magnify today, as they always have, the success of their graduates in the teaching of children and youths while teaching skill in teaching subjects.

Belding's Page

Sampling New England

THAT New England is alive and kicking—or better, that it is alive and stepping forward—is abundantly attested by the reports contained in this "New England Number."

No effort has been made by the editors to skim the cream off the bottle. The work being done in the communities here heard from is fairly typical of the work being done by New England schools in general. Nor will it be fair to infer that a school system which reports only one or two phases of its work is falling down on other phases. Comparisons based upon these necessarily brief accounts would be manifestly unwarranted.

Education in New England is continually on the move. Although the past is not forgotten nor its lessons thrown away, yet the past is not allowed to interfere with action which is demanded by the present and the future.

Holding Power

IT IS A wholesome sign of the times that schoolmen have turned their thoughts to the holding power of their schools.

Compulsory schooling up to a certain grade or age has brought its problems to the schools. But in working out those problems the school authorities have learned a great deal about making school not only endurable but appealing to young folks who, in an earlier day, would have been cast upon society before they had received a fair share of training.

Today the ability of a school to hold its pupils from year to year is recognized as one important index of the school's effectiveness. And where this is accomplished without any lowering of standards —as may be tested in other ways—the result is a decidedly worthwhile achievement.

Education has traveled a long road from the time when expulsion was the first thought of the schoolmaster who ran afoul of an unruly youngster. Expulsion, in the great majority of schools today, is reserved until all other resources have failed.

Abnormal Year for Colleges

STATISTICS of the number of students earning their way through college are likely to be misleading. The number who contribute only a small fraction of the costs of their own education is probably very large in comparison with the number who earn substantially their whole expense budgets.

The total earnings of students are nevertheless known to be an amount running into many millions of dollars annually.

This year those earnings may be reduced below normal figures. Some of the higher institutions have issued special warnings to prospective students not to come without the money for all necessary expenses. Employment will be scarce.

This will be a factor operating against the plea of "Keep them in school." What the net result of the various factors will be, in college registrations, will soon appear. It is clear, however, that a good many capable and deserving young men and young women will be deterred from entering college this year by conditions not of their making. Some, on the other hand, who have little aptitude for college opportunities, will be bundled into college courses merely to postpone the day when they must enter industry.

By and large the college admissions this year will be rather less selective than in ordinary times.

Abolish Child Labor

THE problem of child labor, as a social and educational issue, is being solved with exasperating slowness. But the business situation, with its attendant unemployment, has brought to bear the force of economic law upon the exploitation of childhood, still going on in certain states, and something may happen.

Indeed, this is the time of times for humanitarian agencies to apply intelligent and concerted action to do away with this evil. Getting the children out of the factories while the demand for labor is at low ebb will be comparatively easy. Now is the time to press for school laws which shall put the childhood of the backward states into the schools, where they shall be given the instruction and the opportunities for growth that have hitherto been reserved for their more fortunate fellows in other states.

Exalt the school bell above the factory whistle for boys and girls of school age whose bodies and minds are entitled to kindly nurture rather than the daily grind of industry.

What the federal government has shown itself unable to do, in removing the curse of childhood servitude, the states themselves can do as a matter of economic expediency coupled with the real desire to do the right thing.

Anson W. Belding

Associate Editor.

Teacher Training *in* Massachusetts

By FRANK W. WRIGHT
Deputy Commissioner of Education

UNIVERSAL compulsory education implies the responsibility of the state for such a complete and thorough system of professional training for teachers as will assure the unquestioned efficiency of the schools which children are compelled to attend. Massachusetts was the first state to recognize the importance of these two factors, and the relation existing between them. In 1838 the Legislature authorized the establishment of three normal schools, and in 1852 enacted the first compulsory attendance law. Both enactments were pioneer school legislation.

After ninety-two years of development in teacher training in Massachusetts a brief résumé of accomplishments and some indications of future development may be of assistance in understanding public education in this commonwealth. From the beginning, the state normal schools of Massachusetts have been professional schools. They have never attempted to serve as secondary schools on the one hand or as colleges of liberal arts on the other. While the idea and name (normal school) were transplanted from Europe, the normal schools of Massachusetts have grown from seed sown here by Carter, Brooks, Dwight and Mann. These institutions are indigenous to our soil and a distinct contribution to a state and nation-wide system of tax-supported schools.

At the opening of the first Massachusetts normal schools in 1839, Governor Edward Everett, ex-officio chairman of the newly created State Board of Education, made a clear and comprehensive statement concerning the purposes of this new type of institution. He said: "The course of instruction will obviously consist of the following parts: (1) A careful review of the branches of knowledge required to be taught in our common schools; it being, of course, the first requisite of a teacher that he should himself know well that which he is to aid others in learning. (2) The art of teaching. To know the matter to be taught, and to know it thoroughly are of themselves, though essentials, not all that is required. There is a peculiar art of teaching. (3) The best method of governing a school will form a very important part of the course of instruction. (4) There is to be established a common or district school as a school of practice, in which, under the direction of the principal of the Normal School, the young teacher may have the benefit of actual exercises in the business of instruction."

To these basic factors has been added a fifth, namely, content courses on a collegiate level, and presented as professionalized, and not purely academic, subject matter. The criticism that normal school graduates too often knew how to teach but had nothing to teach no longer has point. The lengthening of the curricula has provided the opportunity to make the normal schools colleges for teachers.

MASSACHUSETTS now maintains nine state normal schools for the training of teachers for all grades of the public school system. She maintains also the only state-supported art school in the nation. The institution, the Massachusetts School of Art (established in 1873), is the principal source of supply for teachers and supervisors of art in the public schools.

In 1894 Massachusetts set up the requirement of graduation from a four-year high school course as prerequisite for admission to a state normal school. In addition to this basic requirement admission takes into consideration the entire scholastic record of the applicant and gives considerable weight to his or her personal characteristics. Graduation from high school is, therefore, no guarantee of admission to a state normal school. Existing solely for the training of competent teachers, these institutions maintain a selective process of admission as a means of guaranteeing qualified and competent teachers as their product.

Realizing that the needs of a complex society must be supplied by a more varied educational offering, the normal schools of Massachusetts have been re-organized on a basis of generalized and specialized curricula with a view to meeting the new demands upon the public school system and to avoid undue waste and duplication of effort within the normal schools themselves. These curricula consist of: (1) Elementary curricula, three and four years in length, which prepare teachers for the first six grades. (2) Junior high school curriculum, four years in length, which prepares teachers for the Junior High School. (3) Senior high school curricula, four years in length, which prepare teachers in special subject matter fields for the senior high school. (4) Special subject matter curricula, four years in length, which prepare teachers and supervisors of art, music, home economics, practical arts, commercial subjects, and mentally retarded children. These special subject matter curricula are offered in one school only, and a strong department is thereby guaranteed.

In 1921 legislative authority was secured for the granting of degrees in Massachusetts State Normal

Schools and the Massachusetts School of Art. Beginning in September, 1931, each of the ten institutions will offer one or more courses four years in length, leading to the degree, Bachelor of Science in Education.

THE very large contribution of the Massachusetts State Normal Schools to the public schools of the state may be seen in the following tabulation showing the source of the teachers for the school year 1930-1931:—

1. Total number of public school teachers, exclusive of the city of Boston,	20,293
2. Number who were graduates of state normal schools,	10,957
3. Number who were graduates of other normal schools,	1,859
4. Number who were graduates of Massachusetts Colleges,	3,722
5. Number who were graduates of other colleges,	1,934

It will be seen from the foregoing data that 53 per cent. of the entire teaching force last year, outside of Boston, was supplied by the state normal schools, and that more than 75 per cent. of the teaching force was trained in normal schools and colleges located within the state.

Through the co-operation between the State Normal Schools and the Division of University Extension of the Department of Education adequate provision is now made for normal school graduates who desire to secure professional degrees. During the last school year and the last summer session fifty-three courses were offered with degree credit.

During the past five years new plants have been erected for the State Normal School at Worcester and the Massachusetts School of Art, and two large buildings have been added at Bridgewater. The total outlay for these additions was in excess of one million six hundred thousand dollars. The total appropriation for support last year was $1,653,500. This is striking when compared with the first annual appropriation of $10,000 made in 1839.

The generous support of her state teacher-training institutions for almost a century is evidence that the education of the people as a fundamental duty of the state has never been brought into question in Massachusetts.

A Pioneering Private School

By EUGENE RANDOLPH SMITH

Headmaster, Beaver Country Day School, Chestnut Hill, Massachusetts

THE Beaver Country Day School is one of the group of schools that is trying to serve the cause of education as well as to do all that is possible for its own pupils. It thinks of itself as a "public private school" because of its realization that while it is privately financed, its responsibility nevertheless is to the public.

This school was conceived and organized by a group of parents in Boston and its suburbs who wished to have a progressive school located in country surroundings. It is an all-day school of "Country Day School" type, with a large campus and open situation, yet convenient to the metropolitan area of Boston.

The educational principles on which the school's procedure is based are the outgrowth of the belief that the school must deal with the whole child, educating him physically, mentally, emotionally, morally, and socially, instead of simply teaching him a few facts or subjects.

The first result of this is that the scope of the school is greatly broadened. The pupils' program includes physical recreation, music of various kinds, dramatics, arts and crafts, homemaking, as well as the academic subjects of which there is a wide choice in the secondary department. All subjects, however, are considered as means to the end of child development rather than as ends in themselves.

Consequently the child is continually studied from the viewpoint of his possibilities and his needs, for the school is concerned primarily with helping him to become the best human being into which he can develop. Pupils are given the Binet and other scholastic aptitude tests; they are surveyed annually through the standardized tests given by the Educational Records Bureau of New York, and their characteristics and personalities are analyzed and recorded by a special system suited to the school's purposes. Pupils are not made overconscious of this study of them, the main use of which is for diagnostic and corrective purposes.

A CONSEQUENCE of the school's viewpoint is a wide divergence from common practice in its methods, both classroom and general. Self-activity of the pupil, physical, mental and normal, is conceived to be the necessary condition for growth, and growth, with preparation for continuing growth becomes a specific object of all the school's attempts. Instead of the usual recitation, therefore, one finds more of a co-operative workshop

condition, with much freedom and ease of interchange of opinion, but without license or lack of regard of others' rights. With younger children the day's program is very flexible, with a worthwhile undertaking having the right of way if it interests the pupils and seems to the teacher sufficiently constructive to justify the time it will take.

Junior high school pupils have hour periods, and senior high school pupils hour-and-one-half periods, so that they will become accustomed to working with concentration--for short periods, necessitating frequent change of thought from one subject to another, are a hindrance rather than a help to work habits. The pupils meet less often than usual and are given tasks for preparation to be done in large blocks so that they will become accustomed to working through fairly long tasks instead of preparing just enough to recite the following day.

Class time is of necessity learning rather than reciting time. True, pupils do answer questions asked by the teacher, translate passages from foreign languages and do mathematical problems on which they have been working. The intent, however, is to use class time for attacking new work, discussing and clearing up that already studied, and perhaps above all for learning how to master and use the techniques and knowleges of the subject being studied, and to some extent how to relate and apply this power in other lines of thought. No teacher is concerned with marking what pupils say in class. He is too eager to stimulate thought and free contribution to the discussion—and too busy keeping up with it!

Music, graphic arts and crafts are on a somewhat different basis, and are a particularly interesting part of the school. All pupils take the general music course, which includes chorus singing, elements of music and appreciation. No attempt is made to force the technical side of music, but the pupils are given the chance to enjoy participation, to learn what music means, and to acquire a love for it. Excellent teachers are available for all orchestral instruments, and the building contains fourteen special lesson and practice rooms beside those used for the general music work. The result is that the pupils become interested, work with a will on their music tasks and reach a surprising degree of technical excellence.

The choir, glee club and orchestra are considered by musicians to be outstanding. This last year they were able to give some of the most difficult parts of the Meistersinger in a performance for their parents and friends.

The approach in the arts and crafts is much the same, starting with enjoyable participation, and bringing in technique as it is needed and can be used. The nine- and ten-year-old pupils are organized in craft guilds, modeled on those of the Middle Ages, where they work in many media. There are workers in wood, pewter and brass, printers, dyers, weavers, puppeters, bakers, costume makers and many others. All go to sources for their information regarding their crafts, and there is a highly developed spirit of craftsmanship. The eleven-year groups are at work on a demonstration of early American handicrafts. They are building a log cabin and furnishing it as would have been done in colonial days. This includes making furniture, pewter dishes and candlesticks, spinning thread and weaving cloth, dipping candles, and making hooked rugs. These children hope to have a permanent and accurate exhibit when they have finished.

The older pupils are busy with modeling, woodcarving and other wood working, metal work and jewelry making, the making of scenery, and such art work as drawing, painting, making prints from linoleum and wood, and etching.

Dramatization also is used to clarify understanding and intensify interest. The pupil who acts a part in the dramatization of an incident in history or in a book being studied carries away an impression that is hard to erase. Much of this is impromptu, a considerable amount is presented in assemblies, and an occasional public performance is given.

The standardized tests and college entrance results seem to prove that the emphasis given to broad interests and preparation for constructive use of leisure has no ill effect on academic achievement. Rather the wholesome interest and cooperative attitude that is developed bring out the best efforts of most pupils.

Throughout the school there is much attention to the development of self-discipline, and a responsible co-operative attitude toward the life of the community. Freedom is given as fast as it can be used wisely, and a generally good degree of citizenship results. The school tries to be a practice community for these purposes.

Each year the school takes a group of college graduates into training, giving them what amounts to a year's graduate preparation for teaching. The number now taken is from twelve to fifteen each year.

From the middle of November until the first of May the school welcomes visitors. They come from all over the United States and from many foreign countries, bringing their experiences and ideas, and often taking back to their schools and school systems some suggestion that, having been tried out in the flexible organization of the Beaver School, is now ready for wider use. Many of the visitors come to study the plant and equipment which are serving as a model for numerous schools.

In these and many other ways The Beaver Country Day School is trying to give its own pupils a real education, and to serve as well as it can, the cause of universal education.

Here and There Among Schools of New England

Twenty-two superintendents in as many cities of New England have here responded in characteristic ways to the query: "What are some of the things your schools are emphasizing?" The combined record is indeed impressive.

HIGH SPOTS IN PORTLAND

By WILLIAM B. JACK

Portland, Maine

I.

LIBRARY Service.

Besides the regular librarians in the high schools, the school department of Portland employs a school librarian and a reference room librarian at the public library. The school librarian at the public library has charge of the story hour for children, gives book talks over the radio once a week on library books, school textbooks, courses of study and projects, advises families on books for their home libraries, supervises the purchase of books for the various school libraries, prepares attractive book lists for children of various ages including summer vacation reading, and directs the distribution of the traveling libraries sent from the public library to the different schools. The traveling libraries are purchased from an endowment given by one of Portland's generous citizens. The school reference room librarian at the public library keeps in touch with the work in the schools and helps the pupils of the upper grades and high schools who go to the library for reference and study.

II.

Home teacher for shut-ins and cripples, visiting handicapped children at least twice a week and giving them encouragement and needed help in their studies.

III.

Economic status of the teacher has been given careful consideration in several ways.

Professional increases in annual salary and maximum salary are now granted for approved summer school study.

Leave of absence on half pay is granted for approved travel and study.

The compulsory contributory state pension has become effective during the last year for the first time.

Several teachers' meetings have dealt with discussions of pensions, annuities, and other forms of safe investment for teachers' savings.

IV.

Development of outdoor recreational facilities.

Athletic field of fifteen acres recently acquired and developed for one of the two senior high schools. The other senior high school has a field of thirty acres adjacent to the school.

A new elementary school built this year is located on an attractive site of one and one-half acres in close proximity to a newly acquired wooded park and playground of seven acres.

SCHOOL-MINDEDNESS OF KEENE

By WALTER E. HAMMOND

Keene, New Hampshire

ANYONE who says people of New England don't want the best it is possible to have in the way of education for their children is much mistaken. New Hampshire is not wealthy, and it is necessary to find ways and means of doing things in a modern way that do not exceed the ability of the community to pay. The populace are tremendously school-minded. Nearly one-third the entire adult population of the city visited our schools during the past year.

The Parent-Teacher Association here is one of the largest in the East (relative to school enrollment) and most active and co-operative. Because the people wanted public kindergartens for their children, there are now three that can serve as models for any community regardless of its economic status.

The physical health of the pupils is of first importance, and our program has called forth a great deal of favorable comment.

The State Normal School, the City Library, the Chamber of Commerce, the Mayor and Board of Aldermen, the Board of Health, the Street Department, Police Department, the Park Commissioners, the parents, all are so co-operative and helpful that those in direct charge of education feel free to call for whatever assistance can be rendered. The children respond when they note the attitude of the adults. And finally being a small state in point of number of inhabitants, our State Department becomes a direct factor in every school in the state. Its influence is felt everywhere, and its encouragement and help to those subordinate to it, to

"carry on," constitutes a large factor in placing New Hampshire where it is today educationally.

GAINS IN MONTPELIER

By W. A. KINCAID

Montpelier, Vermont

MONTPELIER High School has the largest enrollment it has had in ten years. There were 367 students registered the first day, which was a net gain of forty-four over the first day of 1930-31. I think I am justified in attributing the increase of enrollment over a period of years and the unusual enrollment this year to two factors; first, due to an increased holding power of the school, which has been brought about by a guidance program, planned and put into effect by Principal Theodore Kambour; second, due in some degree to the unemployment situation which exists here in Montpelier as well as throughout the country.

It may be of interest to note that Montpelier carried out the final step of its salary schedule this year at an actual increased cost of $2,000. We now have a salary schedule which compares favorably with any city of the state.

Thirteen of the forty-four members of the teaching staff were in attendance at summer school during this past summer.

BOSTON RANKS HIGH

By JEREMIAH E. BURKE

Boston

BOSTON continues to build upon a solid foundation—pioneering in the newer fields, ever consolidating and expanding the results of successful experiments. Boston is mindful of the fundamentals of education. The three R's have not and must not be neglected.

Boston takes a position of leadership in the number of pupils attending high school in proportion to school and adult population.

Boston is a pioneer in the matter of character education for citizenship.

The last decade has seen the complete adoption of the merit system; the reconstruction of the Normal School into a four-year degree-conferring college; the acceptance of one of the best school pension systems in the United States; the adoption of the junior high school plan; and the unification of the entire system into a harmonious whole of twelve grades heretofore separated into four well-defined sections.

Boston has also extended the opportunities for adult education to meet the demands of adults who find themselves replaced by machines, and who require retraining and educational readjustments.

The school year has been further extended to include vacation schools, summer review schools, and playground activities resulting practically in the establishment of year-round schools.

A liberal teacher participation in the administration of the schools and a sound system of cooperative supervision have created an admirable *esprit de corps.*

Boston has made increasingly adequate provisions for health and physical education.

In the development of part-time industrial and commercial courses Boston has made very substantial progress.

With rigid adherence to the pay-as-you-go policy, Boston has doubled its investment in school property during the last decade.

PIONEERING PAWTUCKET

By WILLIAM A. NEWELL

Pawtucket, Rhode Island

THE City of Pawtucket, R. I., opens a new $600,000 junior high school this September which completes a $3,250,000 building program that includes three junior high schools and a $1,750,000 senior high school. Pawtucket was the first city in Rhode Island to introduce the junior high school system.

Homogeneous grouping is maintained in the elementary, junior and senior high schools with a maximum and minimum requirement for each group in the elementary, and a differentiated course of study that is adapted to the needs and ability of each individual pupil in the junior and senior high schools.

Group teaching has been introduced in the elementary and junior high schools by means of a demonstration school.

In the high schools a supervised study plan is followed; that is, a portion of each period is devoted to recitation and a portion to study, under the supervision of the subject teacher. The schedule is arranged on the rotary plan, which in the opinion of the principal and teachers has greatly increased the efficiency of pupils and of administration.

All subjects in the senior high school, with the exception of English and health education, are elective. No pupil is excused from work in the gymnasium or the swimming pool without a doctor's certificate.

The grouping and schedule are so systematically worked out in June that within thirty minutes of the opening of schools in September, classes are passing and the year's work has begun.

The curriculum, adapted to fit the need of all pupils, has resulted in the presentation of three grades of diplomas from the senior high school: one "with high honor," one "with honor," and one the regular diploma.

The first high school band in the State of Rhode Island was organized in the Pawtucket Senior High School, and this year the band won first prize both in the state and in the New England competition at Boston, and second prize at the National Convention of Lions Clubs, which was

held in Toronto. The junior high school band also took first prize, in its class, in the state and New England competitions.

NEW HAVEN HOLDS PUPILS

By F. H. BEEDE

Superintendent Emeritus, New Haven, Connecticut

THE work of the New Haven schools has never been spectacular. For many years there has been a tradition against show and display. The schools are for the benefit of the children and not for the reputation of the superintendent.

Nevertheless, there are certain features of the New Haven schools which I think deserve public recognition.

First, the holding power of the schools—that is, the increasing power of the schools to keep children in school. The total registration of the New Haven schools for the school year closing June, 1931, was 35,881; the total registration of the High Schools for the same period was 6,699. In other words, of the total public school registration, 18.7 per cent. consisted of High School pupils, not including 1,000 ninth-grade pupils in the Junior High Schools. This is unusual.

Furthermore, although the official census for 1930 showed an increase in the population of New Haven of but 113, yet there was an increase in the enrollment of the schools of 5,338. In other words, although the population of the city for the decade was practically stationary, there was an increase in school enrollment of more than 5,000 for this period.

This increase was mainly in the upper grades, indicating that more and more pupils wish to obtain the benefits of High School education.

The increasing disposition of pupils to remain in school has been brought about by a more sympathetic attitude of the schools toward children, by a tendency to adapt the school curriculum to the needs of children, and by an organization of the schools that offers more to the every-day interest of the pupil; prominent in this organization are our four large Junior High Schools.

Other features of the schools which I think deserve attention are the achievements of the following departments: Kindergartens, physical education and health, music, subnormal children, and adult education, all of which have increased in interest and in efficiency during the past decade.

MANCHESTER SCORES HIGH

By L. P. BENEZET

Manchester, New Hampshire

THE curriculum in the Manchester schools has been greatly changed from the traditional three R's. Manuscript writing only is taught in the four lower grades, and emphasis is placed upon teaching the children to grasp the thought quickly and accurately from the printed page. Children are given a great deal of practice in translating their ideas into English. They are encouraged to reason things out instead of memorizing facts. Subjects which serve the child's interest and hold his interest have been introduced. The elementary curriculum deals with hygiene, elementary science, good citizenship, and character training rather than with arithmetic, penmanship, spelling, and grammar. In the high schools children are studying a great deal of natural science and several social science subjects, as, for example, sociology, economics, journalism, community civics, history of civilization. Mathematics, as well as vocational subjects, like shorthand, bookkeeping, machine shop practice, auto repairing, etc., are being deferred until the last two years of the course. There is a four-years' course in music and a four-years' course in art.

Population—1920, 78,384; 1930, 76,834.

High School Enrollment—1920, 918; 1931, 2,754.

Retarded pupils in 1924, 47 per cent.; 1931, 30.5 per cent.

Over-age pupils—1924, 43.3 per cent.; 1931, 23.4 per cent.

September, 1924, High School enrollment, 38 per cent. of enrollment in grades 1 to 4 inclusive.

September, 1931, High School enrollment, 88.6 per cent. of enrollment of grades 1 to 4 inclusive.

High School graduates—1921, 162; in 1932, 456.

In 1920 the first grade enrollment was three times the enrollment in the ninth grade; in 1930-31 the ninth grade has been greater than the enrollment of the combined first grades of the city.

Out of 424 high school graduates in the classes of 1931, 60 per cent. are in higher institutions.

The Manchester delegation in the class of 1934 at Bates won the president's cup for scholarship. The Manchester delegation at Dartmouth, six in number, stood among the first five groups in the freshman class out of some 200 schools represented. Two Manchester girls upon entering women's colleges were given credit for their freshman English and allowed to carry sophomore work in this subject.

BRATTLEBORO MUCH ALIVE

By FLORENCE M. WELLMAN

Brattleboro, Vermont

TO HAVE our schools up-to-date and progressive is ever our aim. It would be impossible in a few words to report on all phases and departments; I can only mention a few phases of recent progress. Our health work is stressed by school nurse and teachers with the co-operation of Parent-Teacher Associations and welfare workers. The hearing of all pupils was tested by an audiometer. Posture tests were given in all grade rooms by the physical director for girls, who also directed group games, folk dances, and other

activities out of doors when weather permitted. A physical director for boys has charge of gym classes and sports.

We are fortunate in having the services of a dental hygienist. Every child from kindergarten to fourth grade has mouth examinations. An electrical engine for cleaning teeth made it possible to give prophylaxis to a larger number of pupils. Ten classes at the end of the school year were on the dental honor roll.

Results of the new method of creative work in drawing were illustrated in an exhibit attended by hundreds of parents and friends. The underlying motive in all the art instruction is to correlate the work with the other studies, and this aim is effectively worked out in the posters, scrap books, etc., illustrating the study of geography, astronomy, history and health problems.

By winning five first prizes out of a possible six and two second prizes out of a possible six, in the state of Vermont, Brattleboro High School students have attained exceptional standing in the annual essay contest sponsored by the American Chemical Society.

Did space permit it might be of interest to speak in detail of the creative work in poetry, the newest methods of teaching and testing reading, intelligence tests, and character education, which is taught not only incidentally, but in daily periods in all grades.

BANGOR STUDIES INDIVIDUALS

By I. W. SMALL
Bangor, Maine

IT IS THE aim of the Bangor school system to furnish the best type of educational opportunities possible to its children in all phases of the educational program.

One important phase of the work covering a period from four to five years is the professional improvement of the teachers on the teaching staff. The percentages given cover a period of five years. During this period of time an average of 7.5 per cent. of the entire teaching staff have attended summer school, and an average of 25 per cent. have taken extension courses. As our city offers no bonus for professional improvement this shows a fine professional spirit on the part of the teachers in preparing for their work.

In the school health work 42.6 per cent. of our children enrolled in the elementary schools qualified for the seven-point pin issued by the Maine Public Health Association to all children who meet the specified requirements in vision, throat, weight, posture, teeth, hearing and birth registration.

The summary by schools of reports of Maine colleges on first semester ranks of freshman students from Maine secondary schools for the school year 1930-31 as compiled by Harrison C. Lyseth, state agent for secondary education, shows that the total number of grades assigned students from Bangor High School was ninety-nine, eighty-seven of these grades being honor grades. In this report Bangor leads all other high schools in the state.

Three Bangor High School boys attending Bowdoin College in the freshman class, 1931, won the Abraxas Cup for scholarship. This cup is awarded to those students in Maine colleges who sustain the highest rank for the first semester of the freshman year.

We are giving special attention to retardations in our schools, believing that there can be no more serious handicap to a child attending school than failure. This is being done by simplifying the subject matter and by making a special study of the individual cases, thereby bringing about a better relationship between the child's ability and the work required of him. Individual and group instruction are methods of procedure in this work.

NEW BEDFORD MAKES PROVISIONS FOR THE HANDICAPPED

By ALLEN P. KEITH
New Bedford, Massachusetts

TO MEET the problem of providing for the handicapped child, New Bedford has established the following classes:—

For the mentally retarded	9 classes
For over-age non-English-speaking	2 classes
For anemic pupils	2 classes
For sight-saving	2 classes
For the deaf	1 class
For tubercular pupils (hospital)..	1 class
For orthopedic cases (hospital)..	1 class
For lip-reading	1 teacher
For home classes	2 teachers
For adjustment	1 class
Workshops	4 classes

The workshop classes, unique to New Bedford, were organized in 1927 to meet the needs of the adolescent pupils of the grammar grades whose progress through the lower grades had been greatly retarded and whose completion of the school work required for industrial employment before reaching the age of sixteen years could not be hoped for in grade classes. These retarded children constitute two distinctly separate groups, one of which is composed of individuals of slow but normal mentality whose retardation may have been greatly increased by lack of motivation. The second group is composed of individuals who have been tested at the State Mental Clinics and have been classified as mental border-line cases. This group includes also the adolescent pupils of the special classes who have outgrown the school activities suited to the younger pupils of these classes and need the type of work provided in the workshop class. The pupils possessing slow but normal mentality are grouped in Section A, the others enter Section

B, and are promoted to Section A when they can meet the requirements of this higher group.

Close inquiry has failed to disclose the existence of any similar workshop classes in elementary grades in the state.

Group classes in lip reading have been opened in the senior and junior high schools and in several elementary classes where a traveling teacher gives instruction. An evening class has also been opened in connection with the Evening High School, where adults are given instruction in lip reading.

In February of this year a class for the deaf was opened in one of our elementary schools in co-operation with the State Department, which reimburses the city for all expenses except repairs and care of building.

These types of classes mark our latest steps in caring for our handicapped children.

An excellent spirit of co-operation exists among all the workers in the School Department of New Bedford.

INTERNESHIP IN NEWPORT

By H. W. LULL

Superintendent Emeritus, Newport, Rhode Island

THE schools of Newport, Rhode Island, have to accent strongly the fundamentals of the curriculum; but the school work that tends to make the ever increasing hours of leisure less dangerous has not been neglected.

By a special supply of standard books for home use a love of good reading is being cultivated. Art work, manual work in wood and metal, domestic arts, and similar opportunities are adding their help for the better use of later years.

Newport has the honor of being among the first to recognize the value of the training of eye and hand. Since 1890 she has offered ever increasing provision for such training.

Newport has also been fortunate in its care for the physical welfare of her pupils. In close co-operation with the board of health, by means of medical inspectors, school nurse and physician, dental clinic, eye and ear specialist, and by systematic physical work, a stronger and healthier generation is growing up.

Recently a professor of education in a state college said that it will not be long before a candidate for a teacher's position will have to extend his education by serving an "interneship or apprenticeship" before election as a teacher. This has been the practice in Newport for many years. Graduates of normal schools and colleges are elected to "interneships and apprenticeships"—alias, as assistants who are also used as substitutes. These graduates work with the regular teachers and by this association learn the practical daily routine of school life and they receive about three-fourths of the salary of a regular teacher.

For several years character building has been one of the school objectives. Varied materials have been used, but in the final analysis successful results must depend on the personality of the teacher. By summer classes pupils, who are unable to keep the pace set by the average pupils, have been able to make the grade. The demands for secondary education have grown wonderfully. In the last three decades the enrollment in the high school has increased five-fold. Newport has always been fortunate in having had the good will and help of parents, civic organizations, press and pulpit, and with this co-operation and the loyal work of the teaching corps she has struggled to achieve the generally accepted educational objectives.

GROWTH IN BRAINTREE

By C. EDWARD FISHER

Braintree, Massachusetts

BRAINTREE'S school enrollment is one of the most rapidly growing in New England. The public support given in meeting the housing problems has been most commendable and exceptional, for in 1921—a decade ago—10 per cent. of the school enrollment was on part time. Due to action taken shortly thereafter no part-time work has been found necessary since that year. In this time the membership of the high school has increased 150 per cent., and the grade school enrollment 50 per cent. With this large increase in enrollment has necessarily come an increase in the personnel of the department of 75 per cent., bringing the number up to 174. Three new complete elementary units—kindergarten through the eighth grade—have been built. One building has had an addition which was practically twice as large as the original building; another elementary unit, situated in a rapidly growing section of the community, has had two additions. In addition to the above construction a new high school was opened four years ago at this time, and is now found to be overcrowded, as the public could not seem to appreciate the growth which was coming in this school, and built a high school somewhat smaller than recommended by the School Department. The old high school building was converted into an elementary unit.

The town now being in the midst of the installation of a sewerage system it would seem quite likely that the future growth of the community will be much greater than it has been in the past, thus making the burden of providing adequate housing facilities an even greater problem.

Braintree has given an unusual amount of attention to its work in music, particularly instrumental, and in each unit in this town may be found an orchestra. Nearly 10 per cent. of the high school pupils are availing themselves of the opportunity for instruction in instrumental work.

A unique condition seems to exist in the enrollment in the high school, where there is a larger

number of boys than girls. In the class graduated two years ago a larger number of diplomas were handed out to boys than to girls. In this school, too, is to be found a goodly percentage of men teachers, for in the faculty of thirty-one there are twelve men.

BURLINGTON PROGRESSES

By LYMAN C. HUNT
Burlington, Vermont

IN RECENT years we have not attempted to stress any particular phase of our school work, but have on the contrary worked for moderate progress in all phases of our school activities.

Burlington schools are organized upon the 6-3-3 plan, with the seven elementary schools under the supervision of three supervising principals.

Splendid progress is being made every year in the professional growth of our teaching staff. Our salary schedule provides increases in return for professional growth through summer school and extension courses. At least 30 per cent. of our teachers are attending summer school every year.

We are making progress with the problem of improving the health of the school children in Burlington. Our staff in this department includes a school doctor, a school nurse, a dentist and a part-time worker from the National Red Cross who works as supervisor of nutrition in the elementary schools.

During the past five years we have made considerable progress in providing suitable playgrounds for all the elementary schools, and we are just now finishing the work on a project costing us approximately six thousand dollars. When this is completed every elementary school in the city will be provided with adequate playgrounds.

We take considerable pride in the progress that is being made with the instrumental and vocal music in the high school. Although the band is not more than five years old, we have an excellent organization of forty-eight pieces. We have a school orchestra of approximately seventy pieces, and a junior high school orchestra. We expect soon to offer instruction in instrumental music in our elementary schools.

Burlington graduates 150 from the high school every year and sends about 40 per cent. of these graduates to college.

WORCESTER DEVELOPMENTS

By WALTER S. YOUNG
Worcester, Massachusetts

THE opening of the Worcester public schools in September, 1931, finds the rehabilitation program of the schools advanced by two additional conspicuous steps. The completion of the Providence Street Junior High School adds the second in a series of schools which is planned to accommodate all pupils of junior high school grades. The new school will accommodate eight or nine hundred pupils, and is situated in territory adjacent to the district of the first Junior High School, thus allowing flexibility of transfer should either one become crowded. The school is thoroughly equipped with the standard facilities of the best junior high school construction, with shops and laboratories for four activities for girls and an equal number for boys.

The second major project now completed is an addition to our South High School. This building contains two large gymnasiums and ten classrooms, and is intended to accommodate all pupils living at the south end of the city during their first year of high school life. At the end of the first year, those wishing commercial training will be transferred to the High School of Commerce, and those following the college preparatory course will remain in the school. The South High School has been in operation for thirty years and in recent years has been entirely a college preparatory institution.

With the completion of these two major projects, the Worcester school department during the past eight years has added 9,500 seats to its equipment for the public schools. Further construction is planned for the coming year, which includes an eight-room elementary school in an outlying district, and an addition to one already in use. Plans will also be furthered for the third unit of our junior high school system.

LAST year it became possible to organize opportunity classes, so-called, for boys of the seventh and eighth grades. Because of the falling off in the enrollment of the Continuation School, it was found feasible to accommodate classes in our new Continuation School building. It is now planned to further this work and to organize classes for girls in the seventh and eighth grades. These classes are intended for pupils who do not easily adjust themselves to the academic demands of the grammar school curriculum, but who prefer manual activity as a part of the educational program. It is a further differentiation of the grammar school program to more adequately meet individual needs.

The Worcester School Department has for many years filled positions in the elementary schools from an eligible list established as a result of examinations given by the department, and experience in teaching as rated either within or without the city schools. A change has been made in our method of examinations by giving less credit for formal tests and by the introduction of a new element known as personality and fitness. In this way we hope to give greater weight to those individual characteristics which play so important a part in a teacher's success in the classroom.

EIGHT POINTS IN NEW BRITAIN

By S. H. HOLMES
New Britain, Connecticut

WE THINK we have done a good piece of work in New Britain in the following particulars. We do not claim to be exceptional or superior to other school systems. We simply mean to be progressive and thoroughly alive.

1. Our school buildings as they have been erected are adapted to the needs of a modern school program, with auditoriums in all buildings, also gymnasiums, special rooms, activity rooms for primary grades, and playground facilities suitable for school needs.
2. The Platoon organization in all elementary schools. Tested by years of use, we have adopted it in modified form to meet the needs of our schools.
3. A well planned and executed activity program for all of our primary grades.
4. Two well organized junior high schools of approximately 1,700 pupils each.
5. Prevocational shop experiences for all junior high school pupils in a variety of lines, including dressmaking, sewing, homemaking, cooking, arts and crafts, drafting, printing, machine shop, electrical work, woodwork, home repair work, sheet metal work, etc.
6. Provision for trade education in a trade school, maintained under a contract between the City School Department and the State Board of Education, offering training in machine trades, automobile repairing, electrical trades, carpentry, plumbing, masonry, printing, architectural and machine drafting, etc.
7. A senior high school of 2,000 pupils, offering a great variety of subjects and courses which provide for the varied interests and needs of the youth of high school age.
8. Special attention to health and physical education, provided by a corps of thirty special teachers of physical education, two full-time physicians, four full-time nurses, and three dental hygienists.

TEAM WORK IN PITTSFIELD

By JOHN F. GANNON
Pittsfield, Massachusetts

PITTSFIELD is a growing city, whose citizenry expect and look for a sane, progressive program for the youth who are trained and educated in her public schools and who are to take their places as active and co-working citizens in a city gifted by nature with a geographical environment which aids greatly in making possible an ideal American community.

The annual reports of the Pittsfield public school system explain in detail how the present school organization known technically as the 6-3-3 plan was evolved from the old 8-4 plan. This change was accomplished over a period of three years without impairing the efficiency of the school work during the transition period. This important and somewhat ambitious task was undertaken cheerfully and accomplished successfully by committees of principals and teachers appointed by the superintendent. These committees because of the fine spirit of co-operation and high professional ideals made possible the present organization, the several parts of which are so articulated that there is a clear line of coherence and continuity for twelve years from the kindergarten through the senior high school.

IN DEVELOPING the present school organization much credit is due supervisors, principals, and teachers for their unswerving co-operation and team work in following educational policies as authorized by the school committee. During the past year tangible results of this splendid co-operation and loyal attention to the professional side of school work have been very evident. When school opens in September each teacher has a mimeographed copy of the course of study which she is to follow in her teaching. As the year progresses and changes and needs occur she interpolates in writing these changes and needs on the mimeographed course. This work has been going on since 1920, and as a result additions, omissions and new methods and devices are assimilated into the authorized course of study each year.

Thus, the teachers by constant attention to the courses of study as sent from the office and by making adjustments in the same when necessary obtain each year a new up-to-date course of study in the respective subjects which they teach. There are many vital functions in a public school organization. Perhaps the most important is the selection of teachers.

"The school is the reflex of the teacher" is a well-known pedagogical maxim. This maxim was borne in mind when the "modus operandi" of qualifying candidates for teaching positions in the Pittsfield public schools was adopted.

The rules and regulations of the school department explain in detail the manner in which candidates for the various teachers' positions have their names certified for the places which they seek.

The superintendent presents as his recommendation for appointment to the full committee the names of the candidates as they appear on the certified lists. This method of selecting teachers has proved most satisfactory because in qualifying for a place on the certified list adequate stress is placed on the professional equipment of the candidate.

STAMFORD'S MANY-SIDED PROGRAM

By JOSEPH A. EWART
Stamford, Connecticut

THE following are some of the accomplishments and emphases in the Stamford schools during the past five years:—

Increase in high school attendance from 1,100 in 1926 to 2,700 in 1931.

Construction of a new high school building for 2,300 pupils, construction of two elementary buildings and large additions to four other elementary buildings. Determination of progressive building program.

Extended use of school buildings by the public and of buildings and playgrounds of schools in late afternoon, evening and summer, in close co-operation with the Board of Public Recreation.

Establishment of Junior High School and re-organization on six-three-three basis, with complete kindergarten system.

Expansion of school health program with additional school nurses; establishment of two dental clinics with portable equipment serving all schools. Constant health examination of all pupils.

Intensive safety instruction, resulting in entire elimination of accidents to children on way to and from school; establishment of student traffic officer system for all schools.

Emphasis in physical education laid upon games for all and correction of individual defects. Several hundred pupils playing games after school under direction and supervision of school physical instructors. Substitution of intra-mural games for inter-school contests.

Emphasis in art laid upon discovering and developing individual native ability and also upon art appreciation for all. Art definitely correlated with all other school activities.

Establishment of orchestral instruction in High School, Junior High Schools, and many elementary schools. Credit for out-of-school instruction in music.

Establishment of general manual training and of domestic science, beginning with the junior high school.

Re-organization of system of education of adult aliens and establishment of afternoon classes for mothers. Organization of Racial Advisory Council.

Establishment of Opportunity Teacher System in all schools, resulting in almost complete elimination of non-promotion. Classes organized for pupils seriously over-age, with work suited to their abilities and needs.

Testing system established and helpful data obtained and utilized in securing proper placement of pupils.

Constant attention given through professional courses with salary recognition for improvement of teachers in service.

Provision of retirement system for school janitors with legislative approval and material raising of standards for care of school buildings.

Re-organization of elementary and junior high school courses of study accomplished through participation of all teachers represented by committees of principals and teachers co-operating with the superintendent and assistant superintendent.

Complete revision and printing of rules and regulations governing the conduct of the schools.

School publicity through papers published by pupils in all the schools and through weekly school pages in the local daily paper.

Material expansion of visual education.

Development of guidance system in junior and senior high schools.

A complete pupil accounting system in the superintendent's office.

Unification of school system through regular conferences of superintendent and principals.

Last and most important, a steady growth of co-operation and mutual understanding throughout the school system, including Board of Education, administrative officers and entire school personnel.

ADVANCES IN PROVIDENCE

By A. J. STODDARD
Providence, Rhode Island

FOR many years Providence was regarded as one of the most conservative cities of the country in respect to its educational system. Many of its school buildings were old and poorly adapted to present needs. The city maintained the traditional primary and grammar schools and central high schools. It had a school committee of thirty-three members. There was a single truant officer. No provision was made for research and guidance. A meagre amount of health service was furnished by the city council. Salaries were comparatively low. The curriculum was concerned largely with facts, knowledge and skills.

Six or seven years ago a thoroughly organized campaign of reform resulted in radical changes. New legislation provided for a school committee of seven members and a definite percentage of the tax levy for the support of the schools. An awakened public interest made possible the following improvements:—

The last of eight new junior high school buildings, costing on an average more than a million dollars each, will be completed and opened next February. A comprehensive plan for the establishment of four regional high schools has been approved and an appropriation has been authorized for the purchase of sites and the preparation of building plans. The first site, consisting of approximately thirty acres, has been purchased, and negotiations are in process for securing a second site of nearly twenty acres. The larger elementary buildings, several of which are new, have been organized on the platoon plan. Plans are nearing completion for a new elementary school building with thirty classrooms, large and small auditoriums, library, gymnasiums, and other special rooms. As these larger units were established many smaller buildings were abandoned.

The department of research and guidance is now generally recognized as the foremost in the country in originality and thoroughness, and in the extent and completeness of its organization.

For the department of attendance the step was taken to combine the functions relating to truancy and home visiting. A staff of twenty-one clerks, attendance officers, and home visitors maintain a

very comprehensive and exact census of all children in the city from birth to twenty-one years of age, and attend to the relations between the homes and schools in the particular districts of the city.

All health education pertaining to the schools, including both the health service and the health instruction, are now administered exclusively by the school department. The work is done by a staff of approximately forty-five officials, physicians, specialists, clinic dentists, and nurses. A complete program of physical education covers all departments from the primary through high schools.

One of the latest accomplishments has been the adoption of a new salary schedule, after many months of careful study and investigation. Some of its features are unique and are believed to mark significant steps of professional progress. The new schedule has been in effect for a year, and is meeting with general approval.

Without lessening the emphasis on those integrating facts, knowledge, and skills so essential in modern life, special attention is being given by the teaching and supervisory staffs to the development of a flexible curriculum and an activity program that may result in desirable attendant learnings.

These various improvements of major importance have given Providence a permanent place in the line of educational advancement.

LOWELL HAS REORGANIZED

By HUGH J. MOLLOY

Lowell, Massachusetts

DURING the last ten years the two most noteworthy things in connection with the public school system have been the organization of the junior high or 6-3-3 system, and the establishment of rules for the selection of high school and kindergarten teachers by means of examination. For more than twenty years all regular teachers in the elementary schools have been selected by the method of examination.

At the close of the school year in June, 1919, there were nine elementary grades below the high school, not including the kindergarten grades. In September, 1919, just before the opening of school the superintendent was ordered by the school committee to present a plan for the re-organization of the schools below the high school on a 6-3-3 basis, with the elimination of the ninth grade. The plan was presented early in December and was adopted without material change.

The first step in the change, however, was not taken until September, 1920, when the Bartlett School, a well-equipped and well-organized school, received into its membership the seventh grade pupils of the Green and Pawtucket grammar schools and proceeded to prepare this enlarged seventh grade, by suitable changes in curriculum, to be ready in three years for the sophomore class of the high school. The next year and the next

For Seventh and Eighth Grade and Junior High School

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A SERIES BASED UPON:

Examination and comparison of all State courses of study and of many city courses of study. Modern classroom methods, attractively presented. A lively and animated approach, with numerous and beautiful illustrations—the best means of awakening real child-interest.

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the same course was followed with the seventh grade pupils of the two grammar schools which now made a part of the Bartlett Junior High district.

The changes in three other districts, two of which had three grammar schools and one of which had two grammar schools, were made in the same deliberate way, with the general and important result that the school selected in each case as a junior high centre was not swamped by numbers and the organization of the contributing grammar schools was not hastily and clumsily broken up.

TIME and space are not sufficient to mention many important considerations which enter into this plan.

In 1929 the Lowell School Committee adopted rules for the selection of high school and kindergarten teachers. In June, 1930, on the same date on which examinations were held for elementary teachers, examinations were given for the first time for high school and kindergarten teachers. All of these examinations were prepared, as the elementary examinations always have been prepared, and all the papers and experience sheets were rated under the control of a public school official of another city, local school officials having nothing whatever to do with the examination beyond conducting the machinery of its operation. Under the operation of these rules for the selection of teachers personal consideration and favoritism in the selection of teachers have been eliminated to a great degree.

FINE ARTS IN CLAREMONT

By A. B. KELLOGG
Claremont, New Hampshire

TO MEET the tendency of our industrial age toward the shortening of hours of labor and the mechanization of much of our activity the curriculum of the Claremont, New Hampshire, public schools stresses the fine arts. Believing that the ability for individual expression of a spiritual and lofty emotional nature will be a positive factor in the preservation of our civilization, we are calling in the artist with his influence and ideals, that we may not lose our souls in gaining the material world.

Music has been taken as an effective medium for this development. Being a smaller community, our music supervisor undertakes to achieve a good measure of leadership in things musical here and to set standards for appreciation and performance. Some effort is spent with adults, but our normal field is with the children. When we can send them home singing the tunes of the masters of music, the folk songs or others that are known as good music, and so judged by the common conscience, we find a measurable reaction in the community toward the best in this intangible and evanescent art.

We have been working for four years with the advice of the Surrette School of Music of Concord, Massachusetts, and among the definite accomplishments have been the joining of large groups about the community Christmas tree for carol singing, the schools meeting at their buildings and singing their ways to the assembly, also singing at the hospital and by homes of shut-ins; enthusiasm in orchestra and band work in high school and grades; operettas and concerts by various school groups.

In the high school rebuilt last year provision was made for radio reception and music reproduction in the rooms, and this was used to present the music appreciation work of Dr. Damrosch to the pupils.

IMPROVEMENTS IN RUTLAND

By W. W. FAIRFIELD
Rutland, Vermont

THE school system of Rutland, Vermont, has made a steady growth in school enrollment, has expanded and improved the school plant, and has improved the offering of the schools to the pupils by a more careful selection of subject matter with greater consideration to individual differences.

The increase in enrollment in the elementary schools was 12 per cent. during the past five years, while the increase in the junior and senior high schools has been 17 per cent. This indicates that more and more children are remaining in school for a full twelve years. About 90 per cent. of those completing grade eight enter the high school and about 50 per cent. of those entering high school remain to graduate.

On account of increased enrollment it has been necessary to devote considerable time to the matter of providing an adequate school plant. During the past decade $529,287.24 has been spent in enlarging and improving the school plant and grounds. Four hundred thousand dollars was spent for a new high school, including forty thousand dollars for a seven-and-a-half acre site, and thirty-five thousand dollars for equipment, which will accommodate 750 pupils.

At the junior high school a new heating plant has been installed, and the building extensively altered and improved to fit it for a new purpose. One ten-room elementary school has been completely overhauled, two classrooms added, and a new heating plant installed. A second ten-room elementary school has been rebuilt.

Source of income for improvement to school plants—

From bonds, ...	$432,000.00
From insurance, ..	26,816.46
From current income, ..	70,470.78
	$529,287.24

(Continued on Page 184)

Announcing a vivid, authentic motion picture portrayal of the LIFE OF WASHINGTON *. . . films that will give* LIVING REALITY *to his name and deeds in the minds of millions of Americans*

TO most children, and adults too, George Washington is an almost mythical figure dimly seen in the shadowy aisles of history.

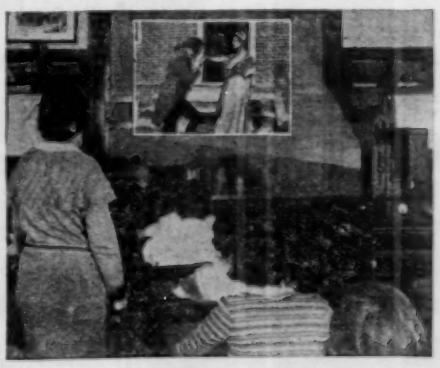
Now Washington lives again. In his own Virginia, and at other historic places, the important events of his life are being reënacted and filmed, so that he may become an inspiring reality to millions of Americans.

The motion pictures are being made by Eastman Teaching Films, Inc., at the urgent request of the George Washington Bicentennial Commission. They are the only films on Washington's life that are being planned and produced with the Commission's approval and coöperation.

No effort is being spared to make them authentic, vivid, and interesting to both children and adults. Prominent historians have collaborated on the scenarios. Leading dramatists are assisting in the production. The films will be outstanding in quality, and will include much material never before presented.

Four fifteen-minute reels are in preparation: (1) Conquering the Wilderness; (2) Uniting the Colonies; (3) Winning Independence; (4) Building the Nation. They will be available in both 16- and 35-millimeter widths.

Production of the films will be completed by January 1, in ample time for school programs and general public meetings in connection with the 1932 Bicentennial. For prices and complete details, address: Eastman Teaching Films, Inc. (Subsidiary of Eastman Kodak Company), Rochester, New York.



* * *

On the screen: Washington and Martha Custis—a scene reënacted at historic Kenmore, the home of Betty Washington Lewis in Fredericksburg, Virginia.

Produced by EASTMAN TEACHING FILMS, INC.
Subsidiary of the Eastman Kodak Company, at the request of
THE GEORGE WASHINGTON BICENTENNIAL COMMISSION

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor's Note.—"Character Workshop" should be of interest and value to all teachers who are attempting character education. Mr. Egan will develop in this page, from week to week, the underlying philosophy of this phase of educational work, with practical suggestions for immediate use. Schools that have Mr. Egan's Monthly Service in Character Training will find in these articles a treatment of correlated matters and, in a sense, an amplification of that service.

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

Emotional Balance

IT IS WELL at the very start to determine a groundwork for our Character Training activities, otherwise we shall be working in the dark.

I like to compare the child to a see-saw which one sees in so many school yards. On one end of the see-saw is located the destructive emotional attitudes of the child, such as fear, jealousy, and envy, and those constructive attitudes, such as unrestrained or misguided affections; on the other end the upbuilding emotional attitudes such as friendliness, cheerfulness, love, etc.

The child, himself, that is his will (represented by the powers in his back and legs), straddles the centre of the see-saw.

Above, in the head, is located the intellect with all its store of knowledge of right and wrong.

Now, suppose we examine little Jimmie, over there. The left side of *his* see-saw, that is the side of destructive emotions, is sadly weighed down, whereas the right, upbuilding side has little to give it weight or value. Jimmie has been the victim of bad environment. A dirty home, a nagging mother, quarrelsome sisters and brothers, little beauty, little love, obscene movies, obscene elders, cigarette-smoking companions; all have contributed heavily to the lack of emotional balance which his see-saw exhibits.

Jimmie's intellect, however, knows right from wrong, but it is hard work bringing those back and leg muscles into play in order to supply, through sheer will power, the pressure on the right side that will bring life's see-saw to a proper level.

The lack of upbuilding emotional attitudes on the right, to offset the downward pressure on the left, has created a very serious problem in Jimmie's character. He will be a brave boy, indeed a remarkable boy, if, through sheer will power, flowing out of his knowledge of right and wrong, he evens up his scale and exhibits normal citizenship.

Suppose, however, the school enters in Jimmie's first year, and begins to pile, each day, little nuggets of beautiful emotional attitude on the right hand side of Jimmie's see-saw; various interest-breeding activities, experiences, vicarious or otherwise, heart-throbs which are teacher-induced, appreciations of the good and lovely, contact with nobility in the lives of others, imaginative experiences, the growth of a sense of rhythm, ability to visualize the results of good and evil, will not the inevitable result be a partial balancing at least of Jimmie's see-saw?

Character training work functions, therefore, to restore, upbuild, and maintain emotional balance, and on that account is destined not merely to keep a place in normal school life but to dominate the same.

Educators will do well, in judging the possible value of any proposed course, to make certain that it possesses elements vital in the upbuilding of the proper emotional attitudes.

Any procedure based on intellectual activities will fail as a character training influence.

Question—Does not the ordinary school day provide these impulses without distinct character training work?

Answer—It is difficult to see emotional value in the average history, geography, arithmetic or English lesson. The arithmetic lesson may even induce emotional experiences that are the opposite of character building in some children.

Let us discuss the following story:—

ANTOINE AND FLOWERS

(Story from Egan's Monthly Service in Character Training. Copyright)

ANTOINE loved flowers. Even as a little baby she had cried for them when her mother set them out of reach in the tall, blue vase. Miss Stewart liked flowers, too. Antoine knew she did, because in the geography lesson she stopped to tell all about the gardens in Holland where the tulip bulbs grow; and today Mr. Fischer's flower store was ablaze with gorgeous tulips. Antoine stopped on her way home and admired them. She even *touched* one with the very tip of her forefinger. On the way back to school Antoine stopped again before the gorgeous outdoor display. Mr. Fischer had his back turned talking to a customer. There was no one in sight. Antoine imagined how pretty the tulips would look on Miss Stewart's desk, and

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SO YOUTH MAY KNOW

New Viewpoints on Sex and Love

was written to meet the need for a book that parents, teachers and workers with youth could safely recommend.

Roy E. Dickerson "the author combines authentic data with sound philosophy, in keeping with best modern thought. Above all, his emphasis on decency and cleanliness makes a book we can safely recommend to boys from early teens on."—*American Journal of Public Health.*

All parents of boys over 15 would do well to get this book for their boys.

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PRACTICAL READER FOR

ADULTS

BOOKS I, II, III

A survey was made to determine what illiterate adults learning English hoped to accomplish and to find out their immediate need. It was found that to be able to read the newspaper is their ultimate goal, and to be able to read public signs their immediate need. These books are based upon that survey. The **Teacher's Edition** contains the entire text, together with a wealth of specific suggestions as to how to present the material on each page.

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ANNOUNCING

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PRIMARY MUSIC
VOLUME C and D
As It Sounds — As It Sings — As It Looks

By **ARTHUR EDGAR FRENCH**

FOLLOWS

PRIMARY MUSIC
VOLUME A and B

by the same author

Already in extensive use
Write for information and Price List

A VALUABLE FREE BOOKLET

"English and Music in the Pedagogy of Reading"

also by the same author

The Arfredgar Press

78 Beach St., Revere, Mass.

how proud she would be all afternoon sitting there with the tulips—her tulips—looking down on the class.

Miss Stewart, after thanking Antoine, put the tulips in a lovely vase. She put them in very slowly and rather sadly. "I wonder!" she said to herself, "where would Antoine get such wonderful blossoms at this time of year?"

At half-past two Mr. Fischer came to Miss Stewart's door. When Miss Stewart had stepped into the hall he said: "I am sorry, but one of your pupils stole a bunch of tulips from my stand. I think her name is Antoine."

"I am sorry that Antoine did such a thing," answered Miss Stewart sadly. "She is such a lovable, gentle child. Please let me pay for the tulips and leave the correction of Antoine to me. You see I understand her, and I know that she is *not* a thief."

"I shall gladly do as you say," answered Mr. Fischer. "I see you love Antoine and understand children. As for pay, no, no—Please take the flowers as a gift from me to you."

ANTOINE suffers from lack of emotional balance. Somewhere she has failed to learn to react unfavorably in the presence of an evil or ugly suggestion.

For every attraction that evil offers, there must be built up a counter-balancing feeling of repulsion.

Question—Why did Antoine steal the tulips? She knew better, and love for teacher certainly is not an evil-bearing emotion.

Answer—Noble emotions may be the cause of serious delinquencies. Unrestrained affection is probably life's most dangerous emotion. It accounts for much of the troubles of early manhood and womanhood. When unbalanced by emotional leanings towards the doing of the lovely, the beautiful, the upbuilding thing, such an emotion leads directly to situations similar to that depicted in the story.

IMPROVEMENT IN RUTLAND

(Continued from Page 180)

Provision is made for individual differences by ability grouping in grades seven to twelve, and to a limited degree in grades below the seventh. The ability groups are formed on the basis of intelligence tests, achievement tests, school marks, teachers' opinions, and actual achievement. The less gifted children are not expected to work on the level with the more gifted, the subject matter being modified so that each child can achieve success if he will work to capacity.

In the selection and organization of subject matter due consideration has been given to ability groups, but our chief concern has been to present to the children those elements which are vital at a particular time. For example, physical education, health instruction and medical service developed separate plans which resulted in overlapping, duplication, and omission of important matters. These three fields have been co-ordinated and a syllabus prepared which will tend to centre attention on important habits and attitudes when the chance of success is greatest.

For a number of years sub-normal children have been segregated and provided the type of instruction best suited to their needs. The chief objective in a school for these children is to make reasonably certain that they will be self-supporting and therefore self-respecting. To this end much hand work is introduced and such academic work as can be done centres around the projects undertaken. Housekeeping, minor repairs, personal cleanliness, and improved human relationships receive major consideration. The children in this class seldom get above the fourth grade level. In addition, it has been found expedient to maintain a special class for over-age and over-size children in the upper years of the elementary school. This class is housed in the junior high school, where the children have some opportunity to mingle with other children of their social and physical age. Such a class relieves the elementary school of a serious social problem and places the children in a suitable environment where success may more readily be achieved. A record for June, 1931, of 168 pupils who have been registered in the class during the past eight years indicates that the undertaking is a success.

In graded school	44	Odd jobs	4
In high school	11	Painter	1
Graduated from high school	4	Baker	1
Trade school	1	Nurse	1
Industrial school	1	Soldier	1
Pittsford Sanatorium	1	Waitress	1
Common labor	14	Tailor	1
Working at home	10	Truckman	1
Clerk	5	Factory workers	2
Chauffeur	4	Paperhanger	1
Filling station helper	3	Janitor's helper	1
Farm worker	3	Caddy	1
At Scale Works	2	Shoemaker	1
At railroad shops	2	Messenger	1
Wrestlers	2	Married	15
Plumbers	2	Deceased	2
		Left Rutland	23
		No report	1

The thought back of the attempt in Rutland to provide for individual differences is that no normal child ought to be failed unless he refuses to work, and that every child has a right to have his academic load adjusted to his ability.

Important New Books

OURSELVES AND THE WORLD. The Making of an American Citizen. By Frederick E. Lumley and Boyd H. Bode, both of Ohio State University. Illustrated by Guy Brown Wiser. Cloth. 500 pages. Illustrated. New York and London: McGraw-Hill Book Company, Inc.

This presentation of citizenship is wholly new and of unusual interest. Its 600 pages of 500 words to the page enable the authors to present their idea of making an American citizen, graphically and forcefully.

The charm this book has for the earnest attention of all thoughtful Americans, especially of all school people, is its heroic definition of democracy.

Personal responsibility of everyone, in every way, all the time for what he does and for the way he does it is democracy.

Democracy is no more a civic function than it is a domestic, social and economic responsibility.

No other school text has developed this ideal, magnified its importance and classified its activities as clearly as is done in these pages.

Above and beyond the value of the book philosophically and scientifically is its irresistible literary flavor. The first chapter is a sample of the entertaining spirit which surprises one when he least expects it. It uses artistically one of Mark Twain's most brilliant settings in such a way as to have it control one's thought through the 600 pages.

A "pig" plays only one part in a play of Shakespeare. Man plays many parts in the game of life. That is why he is a man.

The thought is always new and the facts are thrilling. It is a remarkable book in every respect.

BETTER TYPEWRITING. By Gardner. Cloth. 184 pages (8 by 11). New York: Prentice Hall, Inc.

Business education is now a science and an art. Everything in a first-class business office is done as only an expert can do it. There is culture in skillful typewriting.

"Better Typewriting" is revelation to any one who has not kept in touch with the progress of business education. The illustrations and descriptions of the Remington, Underwood, L. C. Smith, Royal, and Woodstock, with their from thirty to forty keys and accessories, are as far above anything of other days as a frigidaire is above an ice chest.

"Better Typewriting" is a first-class education in everything in business from spelling to rhetoric, to art and social attainment. The author realizes that a typewriter is responsible for the elimination of every error the dictator and stenographer reproduction may have made.

This is a masterpiece in every phase of success in business.

THE FOOTBALL QUIZZER, with Changes in the Rules for 1931. Prepared by William J. Sheeley. Paper (inexpensive). New York: A. S. Barnes & Company.

Here is a book that players, coaches, officials, and all who buy tickets to football games must have to play safe or cheer intelligently. It is a joy to know of such a booklet.

SO YOUTH MAY KNOW. New Viewpoints on Sex and Love. By Roy E. Dickerson, Director of Athletics, Grand Council of De Molay. Foreword by Percy R. Hayward. Cloth. 255 pages. 347 Madison avenue, New York: Association Press.

Far be it from us to discuss the advisability of enlightening youth about sex relations or love affairs. We know that this is a much mooted question, and one on which much is being written, but of which we have never talked nor written.

If anything is to be attempted in this matter it is highly important that whoever ventures upon a serious message should know how one who is thought to have been eminently wise thereon has viewed his responsibility.

Persons in whom we have supreme confidence, who have known Roy E. Dickerson, his personal life and work for several years, consider him supremely wise in the treatment of this subject.

There is no question but that all youth will be expected to know all that is to be known about sex, physically and socially. No one will have any higher standing in society or church because of puritanic notions on "petting" or "birth control."

If the Young Men's Christian Association cannot be trusted to select its books for youth to read wisely and safely, and if the Order of De Molay cannot be a safe source of supply for information on such a subject we do not know where to look for wisdom in fact, spirit, or devotion to the best interest of youth.

EQUIPMENT NEWS

Desk of Many Uses

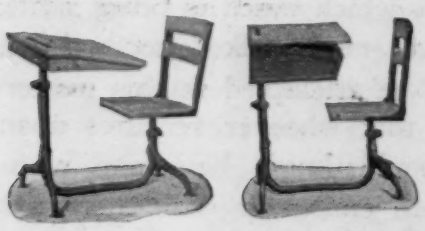
The "American All-Purpose Universal Desk" which is offered by the American Seating Company of Grand Rapids, Michigan, retains the desirable features which have made the desks of this company famous, and lends itself to a variety of uses not heretofore obtainable in any one model.

Starting with the standard study-room desk having a compartment for books, you may quickly transform the All-Purpose model into a typewriter desk, or a study room or assembly hall desk, a desk with level top; a desk specially adapted to children with deformities; or a desk with sloping top for eye-conservation classes.

The several adjustments are here illustrated.

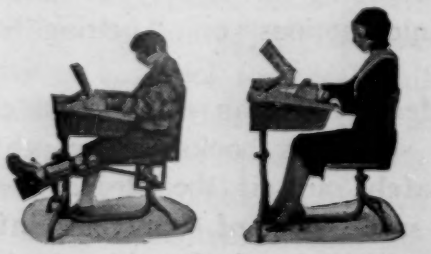
Typewriter Desk.—A tilting top for the typewriting department provides comfort and correct posture. Turn the top down and go on with work.

Study Top Model.—The standard top can be replaced with a top without book receptacle, making an ideal desk for high school and study hall purposes.



Level Top.—A simple device for attaching beneath the lid, holds it level. Front feet are placed to permit two or more desks to face together for group study.

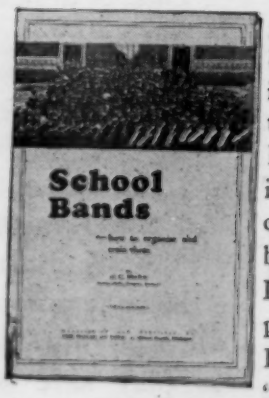
Standard Type.—The all-purpose desk. Insures comfortable, correct posture. Various adjustments, attachments and devices quickly adapt it to any school use.



Comfort for Cripples.—This is the standard Universal with various attachments which may be purchased separately to fit the physical fault of the pupil.

With Book Support.—By exchanging the pencil rail, the special book support extension quickly converts the standard model to a sight-conservation desk.

Training School Bands



The task of organizing a school band is simplified if one possesses the book, "School Bands," which is issued, free of cost or obligation, by the York Band Instrument Company of Grand Rapids, Michigan, "Makers of Good Band Instruments Since 1882." This useful little book tells just what steps to take to insure success. It shows how to promote the idea; how to nurse it into a reality; how to insure satisfactory results and performance. Any one who contemplates starting a new school band, juvenile band or any sort of band, for that matter, should write for a copy of this helpful book.

Classroom Combination Lantern

Schools requiring a classroom lantern capable of showing four types of objects—flat, opaque material such as postcards, drawings or book pages, film slides, lantern slides and microscopic slides, are invited by the Spencer

Lens Company of Buffalo, N. Y., to investigate their new Spencer Model VAC, here illustrated.

This is a versatile, well built instrument at moderate cost. It is light enough to be readily portable. It obtains an astonishing amount of illumination from a 500 watt lamp.

The change from one type of material to another can be quickly made, so that all four types may, if necessary, be employed in the same lecture.

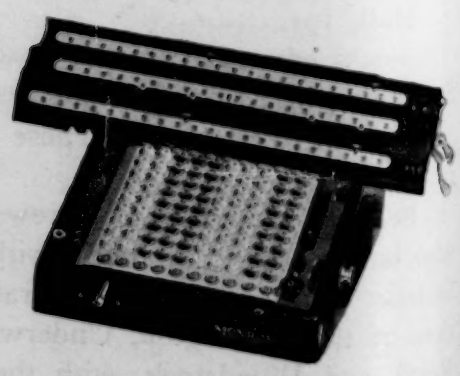
Portable — and Noiseless

The portable typewriter may now be had in a noiseless model, the latest output to bear the name of Remington. The manufacturers designate this "the supreme achievement in typewriter engineering." The complex problem of combining the noiseless feature with light weight and ease of action has apparently been solved by the house of Remington Rand, in a machine which includes many refinements of detail such as sextuple enamel finish, chrom-

ium plating, and an art leather case of unusual beauty and practicability. The new instrument will be sold under the slogan, "The Typewriter built under a microscope," so proud are the makers of the accuracy of workmanship which has gone into this product.

Quiet, Efficient Calculator

Marked advances in both design and construction of calculating machines are comprised in the Noiseless Monroe, recently brought out by Monroe Calculating Machine Co., Inc., of Orange, N. J. This model includes a built-in universal motor which maintains a speed of 380 r. p. m., and yet the sound of the machine is so slight as not to disturb neighboring workers.



The Monroe Noiseless is surprisingly light in weight and conveniently moved from desk to desk.

The noiseless model is designated MA213 in the Monroe line.

EDUCATION IN ACTION

Hoover Committee Enlists School Aid

Response to Movement for Keeping Children of the Idle at Studies Is Nation-Wide; Many Are Housed and Fed

WASHINGTON. — President Hoover's unemployment relief organization has announced a nation-wide response to its "back to school" movement.

The organization has been conducting a campaign to keep young people in school to prevent them from competing for jobs with heads of families besides missing educational advantages.

The movement has been endorsed, the organization announced, by school authorities, educators, chambers of commerce, service associations, character-building societies and women's organizations.

Communications from all sections of the country commended the movement, pledging co-operation and telling of local plans for promoting school attendance.

J. O. Stockton, superintendent of schools of Spencer, Nebraska, outlined a plan under which children from surrounding rural districts were kept in school even though their parents were unable to maintain them.

"We have a small building available, two stories," Mr. Stockton said. "We have gone out in the country district and listed those children of parents who could not send them to school.

"We have offered them a place to live at no cost whatever. The teachers of the system have each subscribed to a certain definite sum each month to be used to buy food for these unfortunates."

Indianapolis was said to have attempted to keep every child under sixteen years of age in school by means of funds from clubs, associations and individuals. During the last school year 346 students were retained who otherwise would have dropped out.

A nation-wide plan to enroll children in 30,000 public and private schools through their Junior Red Cross groups, to help in canning surplus food supplies for distribution to the unemployed this winter, was announced by James L. Fisher, acting chairman of the American Red Cross.

The Red Cross suggests that the plan be carried out by the cooking classes in junior and senior high schools. The canning and drying should be under the direction of persons trained in home economics.

Discoverer of Planet Not to Go to College

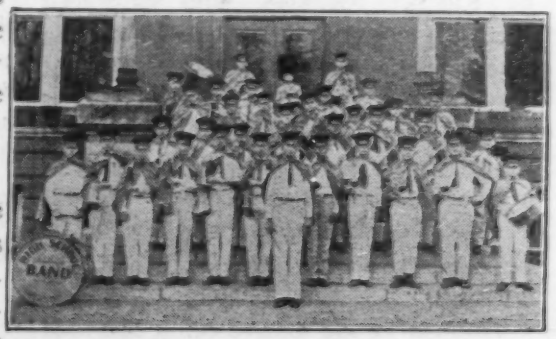
LAWRENCE. Kan.—Clyde W. Tombaugh, youth who astounded the scientific world last year when he discovered a new planet, would rather continue his astronomical research than attend college. Tombaugh announced he will not enroll in the University of Kansas this fall as winner of the Edwin Emery Slosson scholarship, but would continue his compilations regarding the planet Pluto. He now is working at the Lowell Observatory at Flagstaff, Arizona.

First Days Eased For Freshmen

BOSTON.—More signs that the good old days are vanishing are apparent at present on many college campuses. Guileless freshmen, far from being sent to the janitor to borrow a left-handed monkey wrench in the time-honored custom, are being treated with courtesy by upper-class men and aided in starting their college days auspiciously. At the School of Business Administration of Boston University the plan of greeting this year represents a carefully evolved system. Seventy selected seniors, juniors and sophomores were formed into a Freshman Service Committee under the guidance of Dean Everett W. Lord, and undertook to guide the 450 incoming students through the intricacies of registration. One of the most elaborate efforts to give the freshman a good start was that at the University of Michigan, where 100 chosen newcomers were invited to the annual three-day freshman rendezvous at Patterson Lake, the site of the university's fresh-air camp. This meeting was held under the auspices of the Student Christian Association. Leaders in a number of campus activities, including the editor of two student publications, the president of the Glee club, the basketball and football captains and others, as well as President Alexander G. Ruthven and other officers of the university, were among the members of the camp colony.

School Takes Pupils Far Afield on Trips

SARASOTA, Fla. — The growing practice of modern education to teach by means of "going places and seeing things" is being tried to an unusual degree by the Out-of Doors School at Sarasota, Florida. A program based on the methods of Dr. Ovide Decroly of the University of Brussels has been adopted by its founders, the Misses Catherine Gavin and Fanneal Harrison, who came into contact with the Belgian psychologist while serving with the Hoover Commission. For nature study the entire school was recently taken to Tarpon Springs, the largest sponge fishing centre in America. A picture of the early American Colonial struggles in Florida was provided by a trip to St. Augustine. Thomas A. Edison has been a host at his home at Fort Myers. The travertine quarry, phosphate mines, orange groves and packing plants, celery and other truck farms and model dairies are all utilized as material for study and classroom discussion. The trips are generally made in the school buses, supplemented by private cars.



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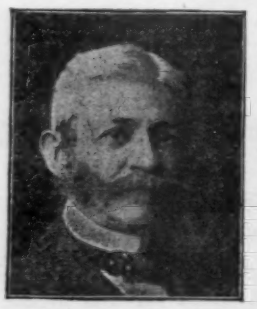

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TRAVELING SCHOOLS

Spread Literacy Among "Bush Pupils" of Ontario

TORONTO.—"Bush pupils" attending the traveling school car of the Ontario Department of Education, in charge of W. H. McNally, operating between Cartier and Chapleau, make the most of their opportunities of securing an education when the train pulls up in their lonely settlements.

An illustration is provided by a French Canadian boy, Rene Thibault, of Ramsay, Ontario, who embraced the opportunity when the traveling school located in that territory. He secured high school entrance with honors in five years' schooling of fifty days a year. This is a tribute to the traveling school as well as to Rene, when it is remembered that the usual period is eight years of 200 schooling days annually.

This car is one of five being operated in the wilder sections of Ontario, under the Department of Education.

The pupils in these traveling schools, in most cases, are children of pioneers who are hewing a home and a livelihood through stump land and forest. These children of Canadians, Italians, Russians, Rumanians, Slovaks and Bohemians are grasping the chance to "get education."

The cars travel an average of 180 miles per month in making the school circuit, moving their headquarters six times during the month. The transfer takes place after school hours and frequently in the night.

Pupils Study Aboard Train

CHICAGO.—Not everyone riding on a transcontinental de luxe train is invited to shake hands with the engineer, inspect the kitchen quarters or hear the porter explain the best way to make up a comfortable berth. A group of boys and girls from the Lewis-Champlin School visited one of these palatial trains as it marked time in its Chicago station waiting to be off to New York. They were learning transportation through experience. Later they would read, write, and figure about it. This idea of "doing" the thing first and then "theorizing" about it afterward was the universal practice in Chicago's first summer experimental school at the Lewis-Champlin. This method of making experiences the basis of school work has been so successful in the summer experimental school that many of the same methods will be carried over into the regular school year, according to William J. Bogan, superintendent of schools.

Allowances Paid In Many States

WASHINGTON.—A total of 1,723 allowances and pensions have been granted to teachers in forty different states, five Canadian provinces, and Newfoundland, by the Carnegie Foundation since its inception in 1906. More recipients of retiring allowances have lived in New York State than in any other, a total of 275; Massachusetts is second with 222; and Connecticut third with 127.

Chinese Teachers War on Women

PEIPING.—A battle royal has started between women school teachers in Kaifeng, Honan, and male principals of the schools, who have "fired" all women. Some principals declare the women teachers pay more attention to love affairs than to teaching. The women indignantly deny the charge, declaring the principals want to find places for male relatives.

USE OF LEISURE

Culture in Spare Time Should Be Part of Curriculum

NEW YORK.—With the hours of labor growing steadily shorter, the world must learn how to spend its free time, in the opinion of L. P. Jacks, former principal of Manchester College, Oxford. He has come to this country for six months, to confer with American authorities on recreation and to lecture on the subject of "Leisure."

The present time, when so many are unemployed, is a good time to call attention to the need for education in the uses of leisure, Mr. Jacks said. The prevalent idea of leisure "is predicated on the assumption that it is the short time of life." But in a day with only four hours of labor and twenty free, the latter becomes serious.

"The work should be started in the primary schools and carried right through. They do so in Sweden; it is a part of the system, an integral and necessary part, like 'reading, writing and arithmetic.' Unquestionably a new era in education is dawning; the next great step forward will be in education for leisure. The idea is all over Europe, although not in England to such an extent as on the Continent," Mr. Jacks declared.

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Although he did not know what would be the final phase of his education for leisure, Mr. Jacks believed that the first was "the co-education of mind and body—the idea of the Greeks."

Authorities Surprised At Low Building Cost

POTTSVILLE, Penn.—When the bids were opened September 2 on Superintendent BuDahn's extraordinary new High School, here, the Board of Education and William B. Ittner, St. Louis, their architect, were agreeably surprised to find that the lowest bidder was well-nigh one-third under the estimate.

The building complete was let for $737,950, or 27 cents per cubic foot. The school provides work, study and recreational facilities for 2,000 students, hence the pupil cost is only $313.

As the cost for large school buildings of fire-resistive construction in Pennsylvania has been from 32 to 45 cents per cubic foot, the wisdom of building now has been clearly demonstrated.

Pottsville voted $900,000 in bonds for this High School last December, and the issue brought a premium of $60,000. The keen competition among builders and the downward trend in cost of building materials are given by Mr. Ittner as two of the principal reasons for the low costs at Pottsville.

University of Cuba Is to Be Reopened

HAVANA.—The Cuban National University closed since September, 1930, will be reopened this Fall under an entirely new plan which will remove it from the direct supervision of the government according to the proposal of Dr. Carlos Miguel de Cespedes, Secretary of Public Instruction, who is working out the details of a proposal to be submitted to Congress. The plan is to turn over all buildings and grounds now owned by the state to the university, which will become a separate organization governed by a board of directors composed of twenty-six deans and professors who were appointed to the faculty in 1900 after competitive examinations. The government will arrange an endowment of $2,000,000. The matriculation fee will be set at $200 and the government will each year purchase 1,500 scholarships to be distributed among men and women who would be otherwise financially unable to attend the university.

Students to Live In Inventor's Home

MADISON, Wis.—Needy farm boys attending the University of Wisconsin's College of Agriculture will be housed in the home of the late Stephen M. Babcock, famous agriculturist and inventor of the Babcock milk test. Furniture in the residence has been taken over by the State Historical Society and the house has been refurnished partly through donations of Madison citizens. More than twenty prospective young farmers will be accommodated this fall, with a graduate student in charge of the new dormitory.

School List Rises In Upper New York

SYRACUSE.—Elimination of juvenile competition in job seeking that is expected to be an important factor in restoring balance in employment conditions in up-state New York is seen by educators in the increased enrollment in the public school systems this fall. Throughout the entire section registration has eclipsed all previous records. In some degree the large number of pupils in other than strictly rural districts is seen as due to the expansion of the central school idea. More especially the increase is taken to signify the extension of the average school life as a permanent educational factor. As such, it is regarded as taking the child worker more and more out of the field as a competitor with men and women having family obligations.

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At a performance of "Faust" in Cork the gentleman who enacted the part of Mephistopheles was so stout that the trap-door was too small to permit his descent to the infernal regions, and all of his person above the waist was still visible over the stage. One of the gallery gods, noticing his dilemma, exclaimed: "Begorra, the place is full!"

That Shopping Instinct

Clerk—"See here, little girl, I can't spend all day showing you penny candies. Do you want the earth with a little red fence around it for a penny?"

Little Girl—"Let me see it?"

Dad No Model

"Are you going to be like your father when you grow up?" asked the minister of Bobbie.

"You bet I'm not," retorted the boy. "I'm going to be a rich man, so every time my kids ask me for a quarter I won't have to tell them I'm broke."

Fresh Experience

Bookkeeper: "What is the boss' college son so swelled up about?"

Stenographer: "A life insurance doctor just examined him and found him O. K."

Bookkeeper: "What of it?"

Stenographer: "It's the only examination he ever passed."—The Insurance Magazine.

The Pen Is Mightier

A man went into a shop to buy a fountain-pen. The young saleswoman gave him one to try, and he covered several sheets of paper with the words, "Tempus fugit."

The saleswoman offered him another pen.

"Perhaps," she said, "you'd like one of these better, Mr. Fugit."

Never Again

"Miss Curleycue," murmured the office manager to the stenographer, "I don't want to be harsh. Nothing like that. I really don't."

"Let's have the answer," said the damsel nonchalantly. "What's gone wrong now?"

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Meetings To Be Held

OCTOBER

7-9: Wyoming State Teachers' Association, Secretary H. H. Moyer, Rawlings: Casper, Wyoming.

8-10: Vermont State Teachers' Association, Secretary M. C. Parkhurst, 323 Pearl Street, Burlington: Burlington, Vermont.

12-16: National Safety Council, Secretary W. H. Cameron, 20 North Wacker Drive, Chicago, Illinois: Chicago, Illinois.

15-17: New Hampshire State Teachers' Association, Secretary J. W. Condon, R. F. D. 1, Derry: Laconia, New Hampshire.

15-17: Utah Education Association, Secretary D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

15-17: West Virginia State Education Association, Secretary J. H. Hickman, 1816 Washington Street, Charleston: Charleston, W. Va.

17: Massachusetts Federation of Teachers, Conference of Presidents, Hotel Bancroft, Worcester. Secretary-Treasurer, Hugh Nixon, 15 Ashburton Place, Boston.

23: Barnstable County Teachers Association, Hyannis Normal School, Secretary, Miss Bertha S. Weber, North Street, Hyannis, Mass.

23: Bristol County Teachers Association, Fall River, Secretary, Mildred J. O'Leary, 176 June Street, Fall River, Mass.

23: Norfolk County Teachers Association, Ford Hall, Boston, Secretary Katherine J. Waldron, High School, Braintree, Mass.

23: Plymouth County Teachers Association, Bridgewater Normal School, Secretary Clare A. Crowley, Dunbar Street School, Abington, Mass.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association, Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

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25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1931.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. E. Winship, who, having been duly sworn according to law, deposes and says that he is Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforsesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

A. E. Winship,
Editor.

Sworn to and subscribed before me this 10th day of September, 1931.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

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